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# THE CLASSICAL JOURNAL

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## Editorial

### THE ST. LOUIS MEETING

An unusually efficient local committee, a good programme, and a large attendance combined to make the second annual meeting of the Association a distinct success. The gracious hospitality of Washington University, of the St. Louis Wednesday Club, and of the trustees of the Missouri Botanical Garden will not soon be forgotten by those who had the good fortune to be present. Table d'hôte luncheons, receptions, and banquets of pontifical splendor are not, perhaps, essential parts of a classical meeting, but after our St. Louis experience we can only regret that they are not. The wheels of philology ran none the less smoothly.

Most of the papers on the programme were contributed by members of the Association. Institutions outside our territory, however, were represented by Professor Knapp, of Columbia University, and Dean West, of Princeton. Professor Knapp's paper presented the results of an elaborate investigation of all the passages in Plautus and Terence bearing on travel. Skilfully piecing together the scattered bits of evidence, he reconstructed the ancient itineraries, the means and methods of transportation, and the facilities provided for travelers. Professor West's address was entitled "The Personal Touch." It dealt with the preceptorial system of instruction at Princeton, of which, since its inauguration last fall, Professor West himself has been *magna pars*. The speaker rapidly sketched the inception and development of the system. He showed in what ways it resembled, and in what ways it differed from its prototype, the tutorial system of the English universities. Briefly stated, the problem was to determine "whether it was possible, in

the teaching of the classics or of any other subject, for the instructor to get so close to the student that the immediate impression of his teaching would be driven home with the same irresistible force that results from the intimate talk of two friends on things in which they are both interested." As an example of the method employed, Professor West described the freshman course in Livy. The students are divided into sections of twenty-five each. It is a four-hour course: on three days in the week the section meets as a class, the time being devoted to reading assigned portions or at sight; the other hour is the preceptorial period, and is devoted principally to linguistic work, with Latin prose composition as its basis. For this the preceptor takes the members of his section in small groups of four or five. This group meets him in his study at one hour, that group at another. So he is able to come into close personal contact with each student, to see where he is weak or where he is strong, to ascertain his individual bent and interests, and to direct his studies in accordance with them. The instruction during the preceptorial hour is in the highest degree informal, and no record is kept of the student's attendance. Professor West added many other details and illustrations of method. His closing words sum up admirably the underlying principle of the system: "For the personal touch of the individual instructor on the individual student there are many substitutes, but no equivalent."

Among the more technical papers read were Professor Hendrickson's "Literary Sources in Cicero's Dialogues and the Technique of Their Citation;" Professor Capps's "The Mere Ancient Dionysia at Athens;" and Professor Sanders' "The Chronology of Early Rome." In the rest of the programme special prominence was given to subjects of immediate interest to secondary teachers. Mr. Lothman outlined the place of Latin in the high-school curriculum; Miss Bessie Snyder gave a specially interesting demonstration of the effectiveness of a Latin Club in vitalizing the classical work in high schools; while Professor Hale, after reading his paper on "The Quantitative Pronunciation of Latin and its Meaning for Latin Versification," gave a practical illustration of his theory by reading a number of selections from Latin poetry. Professor Hale's belief is that, if students are trained from the beginning to pronounce all Latin words with strict regard to quantity, they will experience little or no difficulty when

they come to the reading of Latin verse; in reading, when ictus and word-accent conflict, both should be heard, but the former the more lightly. These papers were followed by long discussions.

The various committees appointed at the business session on Friday morning reported to the Association on Saturday. Officers for the ensuing year were nominated and unanimously elected as follows: President, Professor M. S. Slaughter, University of Wisconsin; First Vice-President, Professor F. C. Eastman, Iowa State Normal School; Secretary-Treasurer, Professor B. L. D'Ooge, Michigan State Normal College, Ypsilanti; member of the Executive Committee, Professor F. W. Shipley, Washington University. The question of relations with other associations, with special reference to their co-operation in the *Classical Journal*, was referred to the Executive Committee with power to act. Among the many resolutions passed, none received more hearty endorsement than that which put on record the gratitude of the Association to the out-going President, Professor W. G. Manly, for his zealous and efficient administration.

In conclusion, it may be said not only that the meeting was successful in itself, but that it gave sure promise of a bright future for the Association. The sessions, the discussions, the informal gatherings, were marked by an enthusiasm which showed clearly the forces inherent in the organization. Every intelligent classical teacher today knows that this is no time for inertia; that the standard of teaching in classical courses must be of the highest; that the results of classical teaching must be manifestly good; and that the utmost vigilance and energy are necessary in every department of the work. To get the benefits of co-operation in striving for these ideals the Association was founded. That the ideals are to be realized this meeting has given a sign of no uncertain meaning.

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#### AMERICAN DOCTORAL DISSERTATIONS, 1900-1905

The status of the different branches of classical study in the graduate schools of the country is clearly indicated by the list of dissertations given on pp. 233 ff. Out of a total of 140, 62 deal exclusively with Greek subjects, 72 exclusively with Latin, 4 with both Greek and

Latin, and 2 with Sanskrit—figures which show that in the universities at least the prestige of Greek is unimpaired. The subjects represented show a wide range. We find grammar (three or four departments), literature, philosophy, religion, mythology, history, antiquities of various kinds, archaeology, epigraphy, palaeography, and topography. The view, that so frequently finds expression in foreign journals, that American classical scholarship runs to syntax is confirmed by this list, in which there are 26 dissertations dealing with syntactical themes alone—a much larger representation than is found in any other definitely circumscribed department. Of these the great majority are on the Latin side: 19, to 7 in Greek. The dissertations in prosody, phonetics, and lexicography, 15 in all, with Latin again preponderating, make a total output in the grammatical field of 41, or nearly 30 per cent. of the whole. In philosophy there are 8 dissertations: 5 in Greek, 3 in Latin. That Greek should have the larger representation here is of course natural; of the Latin theses 2 are ethical disquisitions, and 1 a discussion of philosophical terms in Lucretius. Of the 9 papers in religion and mythology, 6 are primarily Greek, the richer mythology accounting for the preponderance here. Yet that Roman religion should be represented in so long a list by only 2 theses is surprising. The meager showing in history, 6 in all (4 Greek, 2 Latin), is another indication of the shameful neglect of ancient history in almost all our universities. In antiquities the output is encouraging, but, in consideration of the size of the field, still inadequate: in military antiquities we have 2 (Latin), in legal and institutional 9 (3 Greek, 6 Latin), while scenic questions are well represented by 4 (3 Greek, 1 Latin). In archaeology there are 5, all Greek. In palaeography, on the other hand, we find 4 in Latin and none in Greek; while in epigraphy there are 4 in Latin to 2 in Greek. The remaining dissertations deal with miscellaneous philological questions connected for the most part with individual authors—questions of sources, influence, chronology, figures of speech, and so forth. Here the Greek theses are slightly more numerous than the Latin. Of the whole number, 62—i. e., about 44 per cent.—have been published.